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AUTHOR Woloszyk, Carl A.; Davis, Suzanne
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ABSTRACT

The recruitment, selection, and preparation of teachers, counselors, and administrators are among the areas within the educational establishment which are subject to change. The Holmes Group, a consortium of nearly 100 American research universities, which addressed its attention to improving teacher preparation programs as a step toward improving schooling, advocates establishment of professional development schools (PDSs) and outlines six principles which are fundamental to the design of PDSs. These schools, which are analogous to teaching hospitals in the medical profession, are considered vehicles that provide necessary linkages between colleges of education and public schools. Although PDSs are new and unique institutions, there are precedents for them in educational history, particularly within the laboratory school movement. PDSs are intended to be places of demonstration, inquiry, and self-renewal that are collaboratively operated by school and college personnel and reflect real societal conditions. Establishing a PDS is a complex and challenging endeavor for both schools and colleges. Certain activities and planning steps are recommended for successful implementation of a PDS by a school-university partnership. These steps include: analyzing the situation, choosing a task force, securing commitment from the college, and making recommendations. Because establishing a PDS involves a serious commitment on the part of a university and its college of education, the implications and responsibilities attendant to this commitment should be considered carefully. (IAH)

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Implementing Institutional Change through the Professional Development School Concept

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Presenters

Carl A. Woloszyk, Ph.D.
Department of Consumer Resources and Technology
Western Michigan University

Suzanne Davis, Ph.D.
Department of Education and Professional Development
Western Michigan University

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Implementing Institutional Change through the Professional Development School Concept

Background

While our economy and work force have changed dramatically within the last century, public school education has lagged far behind. Recent national studies recommend that schools must be strengthened in order to prepare today's youth to live and work in a world of ideas, information, and constant change. The structure and even the fundamental purposes of our public schools must be redefined and reformed. Meaningful school reform resides in a redirection and re-examination of how we do things. However, the required changes will not come easily. As Schlechty (Schools for the 21st Century, 1990) points out, there are really only four areas within the educational establishment subject to reform: time, space, content, and method.

A central focus for school improvement must also involve a fundamental restructuring and continued improvement in the recruitment , selection, and preparation of future teachers, counselors and administrators.

1. Teaching for "new learning" is challenging, demanding, and requires a new and more sophisticated pedagogy. New pedagogy needs to be supported and sustained by new approaches to school organization and management. There can be no change in pedagogy, school organization and management, unless the entire system of teacher education and leadership preparation is changed. Fundamental change in the way we prepare and continually develop teachers, counselors, and school administrators is essential to successful restructuring of schools.

2. Fundamental change in professional education can be effected only through a strategy that engages practitioners and clients at all levels in the education system. Improved professional education will require educational partnerships between universities and school districts, and new connections with business, community groups, and parents.

Introducing Professional Development Schools

The Holmes Group was organized in 1986 as a consortium of nearly 100 American research universities committed to making teacher preparation programs more rigorous and integrated with the liberal arts. Their goals were: (a) improved intellectual preparation of teachers in the arts and sciences and in education; (b) improved assessment and evaluation of teacher education achieved through flexible approaches; (c) increased collaborative effectiveness among colleges of education and arts and sciences and the public schools; and (d) improved environments in which teachers work, practice, and learn.

According to the Holmes Group (1990), six underlying principles are fundamental to the design of Professional Development Schools. These design principles are:

Principle #1: Teach for understanding so that students learn for a lifetime.

Principle #2: Organize the school and its classrooms as a community of learning.

Principle #3: Hold ambitious learning goals for everybody's children.

Principle #4: Teach adults as well as children.

Principle #5: Make reflection and inquiry the central feature of the school.

Principle #6: Invent a new organization.

The strategy for fundamental change in professional education must include a dynamic, balanced interaction between well founded, thoughtful demand for change from outside the system and new knowledge and leadership from within.

The Holmes Group recommended the establishment of Professional Development Schools (PDS), analogous to teaching hospitals in the medical profession, as vehicles to provide the necessary linkages between colleges of education and the public schools. Professional Development Schools have existed in many forms since the late nineteenth century and have been described as school settings focused on the professional development of teachers and the development of pedagogy. Laboratory schools, embedded in schools of education, were the earliest forms of Professional Development Schools. John Dewey (1896) compared the need for a teacher's professional development lab to that of a scientist's or a medical practitioner's. However, there are fundamental differences between a PDS and a laboratory school.

Professional Development School	Laboratory School
- focus is upon at risk students in real public schools	-focus is upon "selected" students in private institutions
- learning is defined as thinking and metacognition	- learning is defined as the acquisition of information
- research generates theory for classroom practice	- research validates theoretical constructs
- investigations are characterized as problem solving, "action" research	- investigations are characterized as empirical research
- long-term staff development is targeted at continual learning	- one shot in-service programs are assessed for motivation
- needs and focus of school are determined by building	- needs and focus of school are determined by university

staff in collaboration with university faculty	faculty
- preservice students are considered a part of the school community	-preservice students are considered as visitors to the school community

The Professional Development School (PDS) is at the core of restructuring education. The PDS is unique. While it is a site for schooling, it is not representative of the typical school culture; while it is a site for teacher education, it is not representative of the typical research culture. It is unique social institution in its own right; it will develop its own culture distinct from the traditions of schools, teacher education institutions, or research universities. The PDS will not serve as merely a bridge between the school and university; it is, instead, a new institution composed of a community of professionals committed to fundamental change which will make education more effective and efficient in producing new learning for all children, youth, and adults. Professional Development Schools are community centered schools where teachers, university faculty, school and university administrators join together in working relationships to study, plan, and implement programs and methods designed to create new educational opportunities for youth and adults. (Michigan Partnership for a New Education, 1990)

Professional Development Schools are designed as places of change, demonstration, inquiry, and self-renewal. Principals, teachers, counselors, and support staff in the local school and university faculty work as colleagues to determine what changes are needed in instruction, curriculum, organization, and management. This team approach will change schools to institutions where all children learn for understanding and are motivated to be life-long learners. Educators should not work alone; rather they need to

collaborate with local businesses, community organizations, parents, and citizen volunteers in the change process.

Planning for a Professional Development School

The establishment of a Professional Development School is a complex endeavor for a university. There are many challenges to establishing a Professional Development School. Some of the challenges include:

1. Not all public school and communities will favorably respond to a Professional Development School innovation. Some teachers, administrators, and parents will object to the idea of "experimenting" on their students. Concepts and guidelines for responsible innovation must be developed in concert with cooperating local school districts. School board and parental support must be present.

2. Current university reward systems are largely non existent for recognizing school and university collaboration work. Alternative or revised procedures for tenure, merit pay, promotion, and faculty reassigned time will need to be addressed.

3. A complex set of existing school rules, regulations, and procedures will often interfere with the effort and will need to be waived or changed to accommodate the innovation.

4. Substantial effort will be required to "recruit " and prepare a substantial number of faculty who are willing to work in a Professional Development School site.

5. Many teachers and administrators and some university teacher educators are unaccustomed and unskilled in the conduct of collaborative research and development with school teachers, counselors, and administrators.

6. The personnel costs of collaborative inquiry and program development are high at a time when university and school district staff sizes and resources are limited.

7. The dilemma of trying to innovate in and study a demonstration site, which attempts to suggest productive practices for others, as well as for the demonstration site, will need to be confronted. Because a Professional Development School is "unreal" in the sense of innovation there must still be the recognition that the school is a part of the "real world " of a public school district.

8. Teacher compensation and/or various approaches to differentiated staffing will require complicated negotiations with local school boards and teacher associations.

9. University administrators will need to commit the a greater level of financial resources to the preparation of a trained educational workforce, while focusing more on the quality of preparation rather than the quantity of the those individuals prepared to work in the schools.

The development of a Professional Development School partnership between a university and a local school district might not be a viable alternative for every higher education institution within a state. However, if a university seeks to implement institutional change through the use of the professional development school concept, certain activities and planning steps will need to occur for successful implementation of the partnership. The steps in the planning process for a Professional Development School for a university include:

1. Analyzing the Situation
2. Choosing a Task Force
3. Securing Commitment from the College

4. Making Recommendations

Analyzing the Situation

The status and current condition of the teacher preparation program within the College of Education should be the primary consideration when deciding if a Professional Development School should be started. Normally, the initial interest and leadership in establishing a Professional Development School originates from University or College administrators. National, state, and local resources are consulted and used in analyzing the current situation and initiating future directions for the institution.

National trends in teacher preparation pertaining to Professional Development Schools are available from several different sources. The Clinical Schools Clearinghouse, a joint project of the American Association of Colleges for Teacher Education, the Ford Foundation Clinical Schools Project, and the ERIC Clearinghouse on Teacher Education can provide resources which relate to professional development school projects, collaboration within the context of professional development schools, and the principles and concepts associated with professional development schools.

National professional teacher education associations, such as, the Association of Teacher Educators and the American Association of Colleges for Teacher Education also publish materials, monographs, position statements, and journals related to professional development schools.

Reviews by University and College administrators of other university teacher preparation programs within the state and consultation between Presidents and Deans from other universities within the state also provide a context of the directions being taken by other teacher training institutions.

Attendance and participation in the statewide affiliate meetings of national associations such as the American Association of Colleges for

Teacher Education is another excellent source of trend information for university leadership concerned with school collaboration efforts.

Lastly, an analysis of the most recent National Council on the Accreditation of Teacher Education (NCATE) accreditation report can provide a local reference point for University and College administration in assessing overall strengths and weaknesses of the existing teacher education program.

In addition, input can be sought from local school district superintendents, curriculum directors, building principals, teacher association leadership personnel, local employers, foundation staff, parent associations, the Chamber of Commerce, the local business "roundtable", or other local agencies for input about the need to develop school and university partnerships.

The analysis of the current situation should provide information on:

1. the need for possible improvements within the current teacher preparation program.
2. information on national and statewide trends relating to Professional Development Schools.
3. a commitment on the part of the University and College administration to establish a Task Force or committee to study the concept and implications of establishing a Professional Development School in depth within the College.

Choosing A Task Force

If an initial review of national, statewide, and local information by Dean of the College and the Administrative Council is favorable toward the exploration of a Professional Development School concept for the College, a Task Force on School Collaboration should be established. The formation of a Task Force on School Collaboration can open communication channels

between faculty, school district personnel, business and community members, secure commitments from College faculty for the concept, and provide additional input for future actions and direction by University and College leadership.

Membership on the Task Force for School Collaboration should include individuals recommended from each Department within the College. The Task Force should perform a number of functions related to school collaboration and Professional Development school concepts.

The responsibilities of the Task Force on School Collaboration should include:

1. delineating for the University the meaning of the professional Development School in terms of school collaboration, practice, and the study of practice.
2. delineating how the Professional Development School can serve as a means of reconceptualizing and restructuring the nature of schooling, the preparation of educational personnel and the study of teaching, counseling, and managing.
3. identifying and developing programs and activities essential to inform College of Education faculty about school collaboration and the Professional Development School.
4. suggesting strategies for working collaboratively with local schools in the possible development and implementation of Professional Development School.
5. developing in cooperation with the College of Education Administrative Council, a long-range plan for working with local school districts to establish Professional Development Schools.

6. determining resources required to accomplish the planning, implementation, operation, and evaluation of Professional Development School.

7. suggesting strategies for collaborating with business and industry in planning, implementing, operating, evaluating and financing of Professional Development Schools

The College should also explore the possibility of having selected faculty members participate in sabbatical leaves to enhance the work of the Task Force by directly participating in exploring and studying teacher education reform, school restructuring, and the concept of a Professional Development School.

After members for the Task Force on School Collaboration have been selected, the College administration should inform all faculty members within the College and University administration about the Task Force's responsibilities and the deadlines for reporting on the findings of the Task Force. As part of the informational process, faculty members should be encouraged to enter into serious dialogue, discussion, and reflection among themselves and with individual members of the Task Force on School Collaboration regarding the Professional Development School Concept.

Securing Commitment From the College

Faculty must make a commitment to the Professional Development School concept, if it is to be successful. The role of the Task Force on School Collaboration should be to provide opportunities for members of the College of Education and other interested community members to become informed about Professional Development Schools. Normally these opportunities include formal meetings and presentations by College faculty from members of the Task Force. Members of the Task Force also have a special

responsibility to periodically report on the activities of the Task Force at regular departmental and Administrative Council meetings. Invitations should be sent to faculty members and individual arrangements should be made for interested faculty to visit existing Professional Development Schools within a state. Another effective strategy is to use a "retreat" setting to mobilize support and to build consensus among faculty members for possible future directions.

Informal meetings such as "brown bag" conversations and written communications such as faculty memoranda, departmental updates and the College newsletter should also be used to provide information and build faculty understanding and support for the concept.

Securing commitment from the faculty involves discussion and consensus building which should lead to the establishment of a policy statement for the College of Education regarding the concept of a Professional Development School. A position statement on Professional Development Schools should include a general belief statement about the importance of collaboration, fundamental principles under which a partnership will operate, evaluation procedures, financial considerations and the leadership required to effectively implement a Professional Development School. An example of a Position statement on Professional Development Schools is found on Appendix A

Making Recommendations

The Task Force on School Collaboration should make recommendations to the University and College administration based upon the results of analysis of the situation and the commitment gained by the faculty related to the concept. For example, the Task Force should widely distribute any position statement, which may have been developed to University

administration and faculty in other Colleges within the university. In addition, the Task Force may want to commission background papers on issues relating to the future implementation of Professional Development Schools to enhance the recommendations and findings of the Task Force. Topics for background papers should include the following general areas:

1. Nature of School and University Partnerships.
2. Awareness and Orientation Plan for Shared Understandings.
3. Promotional Plan for the Professional Development School Concept among the University and General School Community.
4. Criteria for Involvement in Professional Development Schools.
5. Administrative Structures to Implement Professional Development Schools.
6. Evaluation of the Professional Development School Effort.

Lastly the University president and chief academic officer must thoroughly understand the concept, its implications for teacher training, and the financial considerations regarding its implementation. Tangible support for the effort can be shown by the University and College administration by reassigning one or more faculty members to the implementation of Professional Development Schools. Faculty members assigned to the effort should prepare a plan of work to be shared and approved by administration. The plan of work should detail the specific activities, timelines, individuals responsible and projected outcomes.

Implications and Responsibilities for Professional Development School Partnerships

Establishing a Professional Development School is a difficult and complex endeavor. It takes time and involves serious commitment on the part of a University and a College of Education to improve the quality of the

teacher education program. We believe the benefits for everyone involved with the process far outweigh the barriers to establishing closer relationships with public schools. When a University and a College of Education decide to establish a Professional Development School for better teacher training and improved field experiences they assume the following responsibilities:

1. the University and the College of Education must endorse the concept of collaboration and provide the financial support for the effort. Financial support from the institution shows that value is placed on the quality of teacher preparation and tells the general school community that a high priority exists for preparing the best possible teachers for tomorrow's schools.

2. the University and the College of Education must develop an attitude among the regular board appointed faculty that participation in a Professional Development School site is a rich, rewarding, and challenging experience.

3. the University and the College of Education must revise existing tenure and promotion policies to reflect the importance of field work for merit, tenure, and promotion.

4. a paradigm shift needs to occur regarding the importance of teacher generated or "action" research which occurs in a local school versus purely university generated empirical research.

5. a College of Education needs to establish a clear philosophy and explicit program goals for the teacher preparation program.

6. an attitude must be developed within the current teacher education faculty which believes that a teacher education program must be dynamic and ever-changing. Existing policies, procedures, and programs need to be continually discussed, debated, and shared with faculty. On-going

support for staff renewal and program revision needs to be provided beyond the normal accreditation reviews, and;

7. a commitment needs to be obtained from cooperating schools and school districts to support a more rigorous , intensive, and coordinated teacher preparation program.

Professional Development Schools are central to the mission of providing high quality teaching and learning for all children. Each school is expected to demonstrate application of the best current knowledge of effective teaching, learning, educational management and community involvement. These schools also provide the setting for the preparation of future teachers and school administrators, action research to improve teaching and learning , and the development of community partnerships for improved learning. (MSU, 1991)

In conclusion, we believe that the benefits for teacher preparation are so great in Professional Development School settings that teacher education institutions can no longer afford to delay implementation of these important partnerships.

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Appendix A

POSITION STATEMENT
ON PROFESSIONAL DEVELOPMENT SCHOOLS

We believe collaboration of the College of Education with local school systems is essential to the improvement of K-12 education, the improvement of teacher, counselor, and administrator initial preparation, and the continuing professional development of educators. Partnership arrangements designed to enhance the teaching/learning enterprise between the College of Education and local school systems are strongly encouraged.

The College of Education endorses the professional development school concept and plans to implement these schools in collaboration with local school systems to improve the preparation programs for teachers, counselors, and administrators and to improve local school education efforts. The professional development schools developed by Western Michigan University and collaborating local schools will reflect our own unique situation, however they will conform to the general framework for establishing professional development schools as established by the Michigan Partnership for New Education. Professional development schools are defined as regular elementary, middle, or high schools that work in partnership with a university to develop and demonstrate

- improved learning programs for diverse students
- improved initial preparation and continuing professional development for teachers, counselors, and administrators
- new understandings and professional responsibilities for experienced educators
- research projects that add to all educators' knowledge about how to make schools more productive
- teaching for understanding so that students learn for a lifetime
- new organizational structures for K-12 schools and the College of Education.

The Western Michigan University College of Education will be an active participant in the Michigan Partnership for New Education to the extent we have adequate resources.

Initially the College will engage in continuing dialogue and reflection with a local school system to establish a professional development school. We view the 1991-92 academic year as the time to engage in discussion with a local school system. The 1991-92 academic year will be a year of planning that involves all significant partners with the intent to establish a professional development school by Fall 1992.

The College of Education will actively pursue formal evaluation of its professional development school. Such efforts will include ongoing formative evaluation to permit needed modifications to be made and annual summative evaluations to provide information to make decisions regarding the nature, scope, and continued viability of the professional development school concept.

The establishment of professional development schools will require additional resources and the control of the number of students admitted to our programs. If it should be determined that the professional development school model is the way the College will prepare educators, then the transition period to this model will require greater than normal resource allocations. The College commitment to the professional development school model is dependent upon the availability of resources through additional WMU allocations, realignment of College resources, and the acquisition of external sources.

The establishment of professional development schools will require leadership and management at the college level. The College proposes to establish a Center for School Collaboration responsible to an Associate Dean. This Center would provide coordination for all College collaboration efforts, provide leadership for College involvement in professional development schools, coordinate research activities, and secure external funding.

Western Michigan University
College of Education
Administrative Council